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Quantitative Standards for School Media Programs, Personnel, Equipment and Materials for Elementary and Secondary Schools.

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Standards must be revised to bring them in line with current educational goals and to direct school library and audiovisual programs. The standards presented here have been prepared by a joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association in cooperation with an Advisory Board consisting of representatives from thirty professional and civic associations. Standards are given for personnel, and quantitative standards are given for the materials collection and equipment of a media center. (TI)

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QUANTITATIVE STANDARDS FOR SCHOOL MEDIA PROGRAMS, PERSONNEL, EQUIPMENT AND MATERIALS FOR ELEMENTARY AND SECONDARY SCHOOLS

Excerpted from a prepublication manuscript to be published early in 1969 by the American Library Association and the National Education Association.

Prepared by a joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction.

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June 1968

PREFACE

Purpose

The standards presented in this publication have been prepared by a joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association in cooperation with an Advisory Board consisting of representatives from thirty professional and civic associations. Although the American Association of School Librarians published a revision of national standards in 1960 and the Department of Audiovisual Instruction released standards in 1965, significant social changes, educational developments, and technological innovations made it imperative to present new statements of standards. Adding to the urgency for revision were the numerous requests from the field--from school administrators, audiovisual specialists, classroom teachers, curriculum specialists, school librarians and other educators. As work on the revision proceeded, it became clear that standards for media programs would be greatly strengthened if they were prepared jointly by the two professional associations most closely identified with the resources for teaching and learning in the schools, and issued as a single document. The American Association of School Librarians began explorations in this direction, and, with the enthusiastic approval of the Advisory Board, plans for cooperative action were initiated and successfully completed.

Two objectives that have motivated this project are:

1. To bring standards in line with the needs and demands of today's educational goals.

2. To coordinate standards for school library and audiovisual programs.

The most important aim, of course, is to present and describe media programs that will best aid the schools in implementing their instructional programs. The standards are designed for schools seeking to give young people quality education; it is hoped that this means all schools. Schools with innovative curricula and instructional techniques will find the quantitative standards too low, but for schools which have not yet fully achieved their objectives, the standards can serve as a guide for setting up goals to be reached in progressive steps over a planned period of time.

PERSONNEL

Size of the Professional Staff

The realization not only of the objectives of the media program but of the aims of the educational process itself is contingent on continuous and cooperative planning between specialists and other members of the faculty. It presupposes, also, the time for media specialists to work individually with students in teaching them the effective selection, evaluation, and synthesis of materials in all formats, and in assisting them with a variety of advisory, instructional and informational services. It is therefore recommended that the media center have one full-time media specialist for every 250 students, or major fraction thereof.

Supportive Staff: Technicians and Aides

The importance of supportive staff is in the specific skills and abilities which they bring to the media program and in the fact that their inclusion on the staff enables the media specialists to discharge the professional functions which have been described. Supportive staff includes technicians and media aides, whose work is always under the direction of a professional staff member.

Functions of Technicians

Technicians are staff members with competencies which require specialized training and preparation in their field. The size of the school and the organization of the media program and its staff at the system level may affect the number and kind of technicians needed at the building level. Good service to students and teachers is the determining criterion. This service includes production of materials, repair of equipment, and assistance with various kinds of presentations.

The following fields of specialization are among those indicated for technicians:

1. Graphics technician: Producing transparencies; making posters, charts, graphs, dioramas, and similar materials; arranging displays, exhibits, and bulletin boards; lettering; making slides; preparing formal designs and illustrations for promotion and publication releases of the center; preparing materials for instructional use of television; etc.

2. Photographic technician: Taking and developing pictures for the instructional program, publicity, promotion, records, and other purposes; doing camera work involved in making films and producing television programs; advising and instructing students and any school group interested in photography; maintenance and repair of camera equipment and film material; photographing material for slides, filmstrips, and resource files; maintenance of dark room; etc.

3. Electronics technician: Installing and keeping in working order equipment for television, dial access, recording and radio programs; engineering these facilities, as required; handling the mechanics of computerized processes; installing and maintenance of programed instruction equipment; etc.

4. Television technician: Handling the technical aspects of producing television programs developed by the school.

Preparation of Technicians

In each of the categories of the technician classification, special skills and competencies are required. These have been indicated or implied in the descriptions of the kinds of work the technicians do. Formal educational requirements cannot be specified for these positions, but the completion of high school education would seem minimal.

Functions of Media Aides

Media aides provide services that are varied and which require differing competencies. It is necessary for them to do clerical and secretarial work such as typing, keeping records, sending notices, and other tasks related to the circulation of materials. They also perform functions associated with the appearance and up-keep of the center such as reading shelves, putting away materials, and other similar activities.

THE RESOURCES OF THE MEDIA CENTER: SCOPE AND EXPENDITURES

The quantitative standards recommended for the materials collection are derived from the policies, principles and guidelines which are described in Section III and which deal with the quality, currency, breadth, range, and accessibility of resources. All materials must meet criteria for evaluation and selection and be easily accessible. Provision must be made for sufficient duplication of books, filmstrips, recordings, and other materials to meet curricular needs and other requests.

This section consists of four parts:

A. The size of the media center collection.
B. The professional materials for the faculty.
C. Supplementary collections.
D. Expenditures.

Size of the Media Center's Basic Collections

The following are recommended for materials in schools of 250 students or over:

Books	6,000 - 10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater.
Magazines	
Elementary School (K-VI)	40-50 titles - includes adult, but not professional, periodicals for teachers.
Elementary School (K-VIII)	50-75 titles
Junior High School	100-125 titles
Secondary School	125-175 titles
All Schools	In addition to above: necessary magazine indexes and duplication of titles and indexes as required.
Newspapers	
Elementary School	3-6 titles
Junior High School	6-10 titles
Secondary School	6-10 titles

Pamphlets, Clippings, and Ephemeral Materials	Pamphlets (including government documents and vocational information), clippings, and ephemeral materials appropriate to the curriculum and for other interests of students.
Filmstrips	500-1,000 titles, representing 1500 prints or 3 prints per pupil, whichever is greater. The number of titles is to be increased in larger collections.
8 mm Films "Single Concept"	1 1/2 films per student with at least 500 titles supplemented by duplicates.
Regular Length	No quantitative recommendation.[1]
16 mm Films	No quantitative standard is recommended for the number of 16 mm films to be purchased for the collection of the media center in the school.[2] Acquisition of these materials at the building level would depend upon extent and frequency of use of individual film titles, upon the availability of a system or district media center and its collection of film resources, and upon other factors. The recommendation given here is stated in terms of accessibility. The films may be owned by and borrowed from media centers in the individual school, school system, district, cooperative unit, or other organizational arrangement. Whatever the administrative

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[1] Due to the nature of certain media and to the evolving or transitional development of others, quantitative guidelines cannot be given. Nevertheless, these materials make a unique contribution to the instructional program and co-curricular interests of students. An abundant number should be available in the media center.

[2] Absence of such a recommendation should not be interpreted as meaning that it is not desirable for the media center in the individual school to have 16 mm films in its collection. Former standards have indicated that a school should purchase films used six or more times a year, and that an annual rental fee for a film amounting to one-fifth or one-seventh of its purchase price generally indicates the feasibility of permanent acquisition. In at least one large metropolitan school system, experience indicated the value of a basic elementary school building collection of 300-400 film titles, with access to a central collection on a daily delivery basis.

	plan may be, the films must be quickly and easily accessible to the students and teachers requiring them. Recommended is:
	Ready and unlimited access to a minimum of 3,000 titles supplemented by duplicates and rentals.
Tape and Disc Recordings	
(excluding electronic laboratory materials)	Collection of 1,000-2,000 titles representing 3,000 records or tapes, or 6 per student, whichever is greater. The number of titles is to be increased in larger collections.
Slides	2,000 (including all sizes of slides and those produced either commercially or by teachers and students).
Graphic Materials	
Study Prints	Access to 15 sets per teaching station [3] plus 25 sets in the media center, in addition to individual prints.
Art Prints (reproductions)	1,000
Pictures [1]	Individual study prints and other pictures for the picture and vertical file collections, including material prepared by teachers and students.
Other Graphics [1]	Posters, photographs, charts, diagrams, graphs, etc.
Globes	
Elementary School	One globe in each classroom and two in the media center.
Secondary School	One globe for 5 teaching stations [3] and two in the media center.
All Schools	In addition: special globes to be available in the media center.

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[3] Teaching station is defined to mean any part of the school (usually but not always a classroom) where formal instruction takes place. Media centers are not included, although it is recognized that formal instruction is part of the media program.

Maps	One map in each region studied and special maps (economics, weather historical, and others) for each area studied. Duplicate maps available for each class section requiring maps at the same time. Number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips. Wall maps for classrooms.
Catalogs	Duplicate of guidance department collection in the media center: catalogs of colleges, technical schools, etc.
Microform	Purchase as available on topics in current curriculum. All periodical subscriptions indexed in Reader's Guide and newspaper files to be obtained as needed for reference.
Transparencies and Transparency Masters	2,000
Other Materials[1] Programed Instructional Materials	Printed, electronic, and other forms of programed materials to be made available.
Realia	Models, dioramas, replicas, and other types of realia to be made available.
Kits	
Art Objects	
Video Tape Recordings	
Dial Access Programs	

EQUIPMENT

Specifications are readily available from many sources for shelving, tables, and chairs. Measurements in height and width recognize the physical differences of children at the elementary and secondary levels. Shelving is adjustable and sufficient in linear feet to provide for the housing of the number and kinds of materials (See Chapter IV) and for expansion. Wall shelving is preferable in order to allow maximum floor space area for use by students and teachers.

Special shelving, or cabinets, must be provided for such materials as picture books, records, tapes, filmstrips, films, magazines, microfilm, transparencies, maps, graphs, and pictures. In some schools nonprint materials are interfiled with the print materials and this decision will affect the type of shelving or storage selected.

It is unnecessary to list in this publication the many standard items customarily used in libraries since that information also appears in many sources. Such an enumeration would include charging desks, charging systems, catalog card cabinets, book trucks, atlas and dictionary stands, newspaper racks, office furniture, informal furniture, filing cabinets, telephones with direct lines, adding machines, typewriters, cushions and hassocks for storytelling (in elementary schools), exhibit cases and other traditional equipment.

The items described in this section represent the additional instructional equipment needed to meet the multi-media approach which excellent teaching and effective learning demand from the school media program. Specified quantities have been stated in two columns. The basic specification represents quantities needed for a functioning program, more traditional in nature. The advanced recommendations represent quantities that will be needed in those schools with new instructional approaches such as individualization of instruction and independent study. It is recognized that in certain types of innovative programs even the advanced level will necessarily need to be exceeded.

	Basic[1]	Advanced[1]
16 mm sound projector	1 per 4 teaching stations plus 2 per media center	1 per 2 teaching stations plus 5 per media center
8 mm projector (only equipment for which material exists at the appropriate school level should be procured)	1 per 3 teaching stations plus 15 per media center	1 per teaching station plus 15 per media center

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[1] Teaching station is defined to mean any part of the school (usually but not always a classroom) where formal instruction takes place. Media centers are not included, although it is recognized that formal instruction is part of the media program.

	Basic	Advanced
2 x 2 slide projector remotely controlled	1 per 5 teaching stations plus 2 per media center	1 per 3 teaching stations plus 5 per media center
Filmstrip or combination filmstrip-slide projector	1 per 3 teaching stations plus 1 per media center	1 per teaching station plus 4 per media center
Sound filmstrip projector	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center
10 x 10 overhead projector	1 per teaching station plus 2 per media center	1 per teaching station plus 4 per media center
Opaque projector	1 per 25 teaching stations or 1 per floor in multi-floor buildings	1 per 15 teaching stations plus 2 per media center
Filmstrip viewer	1 per teaching station plus the equivalent of 1 per 2 teaching stations in media center in elementary schools and 1 per 3 teaching stations in secondary schools	3 per teaching station plus the equivalent of 1 per 2 teaching stations in media center in elementary schools and 1 per 3 teaching stations in secondary schools
2 x 2 slide viewer	1 per 5 teaching stations plus 1 per media center	1 per teaching station plus 1 per media center
TV receiver (minimum 23" screen)	1 per teaching station where programs are available	1 per 24 students, if programs are available, in elementary schools, and 1 per 20 viewers in classroom, where programs are available, in secondary schools, and 1 per media center in both elementary and secondary schools.
Micro-projector	1 per 20 teaching stations	1 per 2 grade levels in an elementary school, 1 per department where applicable in secondary schools and 1 per media center
Record player	1 per teaching station K-3, 1 per grade level 4-6, 1 per 15 teaching stations in secondary schools, and 1 set of earphones per each record player	1 per teaching station, K-6, in elementary schools plus 2 per media center, and 1 per 5 teaching stations plus 2 per media center in secondary schools, with earphones for each

	Basic	Advanced
Audio tape recorders	1 per 2 teaching stations in elementary schools plus 2 per media center, 1 per 10 teaching stations in secondary schools plus 2 per media center. One set of earphones for each recorder.	1 per teaching station plus 2 per media center in elementary schools, 1 per 5 teaching stations plus 2 per media center in secondary schools. One set of earphones for each recorder.
Listening station	A portable listening station with 6-10 sets of earphones at the ratio of 1 per 3 teaching stations.	One set of 6-10 earphones and listening equipment for each teaching station and media center.
Projection cart	1 per portable piece of equipment, purchased at the time equipment is obtained.	
Projection screen	1 permanently mounted screen per classroom plus portable screens as needed. Permanent screen no smaller than 70 x 70 with keystone eliminator.	
Closed-circuit TV	All new construction should include provisions for installation at each teaching station and media center. Older buildings should be wired for closed-circuit television with initiation of such programs.	
Radio receiver (AM-FM)	1 per media center plus central distribution system (AM-FM)	3 per media center plus central distribution system (AM-FM)
Copying machine	1 per 30 teaching stations plus 1 per media center	1 per 20 teaching stations plus 1 per media center
Duplicating machine	1 per 30 teaching stations plus 1 per media center	1 per 20 teaching stations plus 1 per media center
Light control	Adequate light control in every classroom and media center. Adequate is interpreted to mean light control to the extent that all types of projected media can be utilized effectively.	
Micro-readers some with microfiche attachment	Equivalent of 1 per 10 teaching stations to be located in the media center	Equivalent of 1 per 5 teaching stations to be located in the media center
Micro-reader printer	1 per center	3 per center

	Basic	Advanced
Video tape recorder system (including cameras)	1 per 15 teaching stations with a minimum of 2 recorders per building	1 per 5 teaching stations with a minimum of 2 per building

Local Production Equipment Per Building

Dry mount press and tacking iron
Paper cutters
Two types of transparency production equipment
16 mm camera
8 mm camera
Rapid process camera
Equipped darkroom
Spirit duplicator
Primary typewriter
Copy camera and stand
Light box
35 mm still camera
Film rewind
Film splicer (8 mm and 16 mm)
Tape splicer
Slide reproducer
Mechanical lettering devices
Portable chalkboard

Items for Special Consideration

Large Group Instruction

The following equipment should be available for each large group instruction area:

10 x 10 overhead, auditorium type; large screen; 16 mm projector, auditorium type (consideration should be given to the possible use of rear screen projection techniques)

Television

A complete distribution system should be available in a building so that: Broadcast TV can be received - 2500 mHz UHF or VHF. Signals can be distributed to each room from the central TV reception area and/or from a central studio. Signals can be fed into the system from any classroom. Signals are available simultaneously.

3 1/4 x 4 Projectors

If still used by teachers at the school building, there should be 1 per school building plus 1 auditorium type per each large group instructional area.

Equipment to make telelecture available